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ABSTRACT

This module provides a theoretical framework and practical suggestions for developing oral second-language skills. Learning activities are designed to achieve the following objectives: (a) develop and evaluate oral drills, (b) identify characteristics of good pattern drills, (c) discriminate between "meaningless" and "meaningful" drills, and (d) prepare a teaching activity for developing oral language. Learning alternatives are outlined, and provisions for pre- and post-assessment of mastery of the terminal objectives are included. (PD)

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# MODULAR SEQUENCE:
# ENGLISH AS A SECOND LANGUAGE
# METHODS AND TECHNIQUES

## TTP 001.09 ORAL LANGUAGE DEVELOPMENT

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SP008 315

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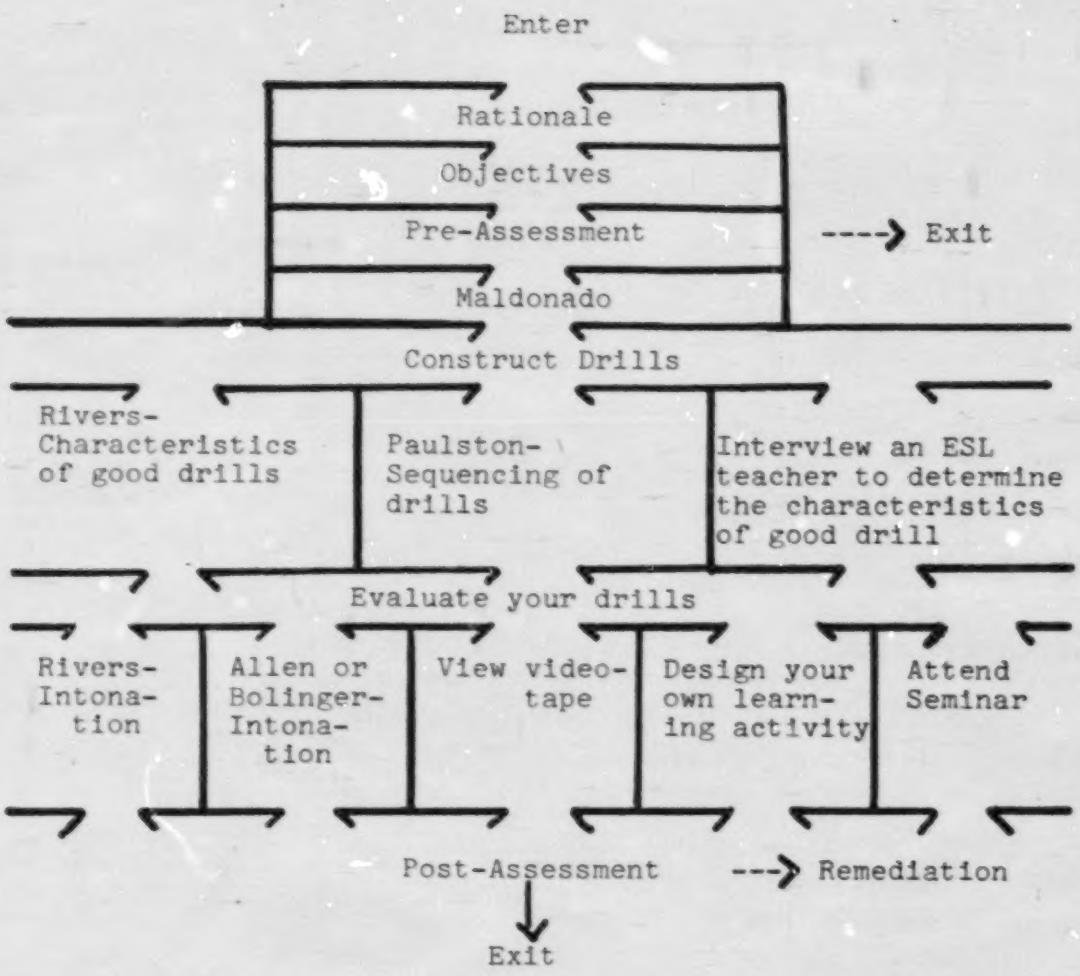
ORAL LANGUAGE DEVELOPMENT



## RATIONALE

The understanding of the speech flow, the hearing of "new" sounds and the ability to produce them, and the mastery of the structural patterns of the second language are of primary importance for the second language learner. Consequently, most ESL programs are concerned with the following objectives:[1]

1. to help the pupil communicate in English in the school environment;
2. to help the pupil hear and pronounce the sounds of the English language;
3. to help the pupil acquire automatic use of English language patterns
4. to help the pupil become familiar with the vocabulary that he will encounter . . .

While the aims of oral second-language development range from "the acquisition of non-thoughtful responses"[2] to "fluent expression",[3] the ultimate goal is the learner's achievement of the autonomous stage of language use.

This unit of work will provide the participant with a theoretical framework and practical suggestions for developing oral second-language skills.

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[1]Mark W. Seng, "Oral Language Instruction and the Development of Cognitive Skills: Some Perspectives," Elementary English 48 (May 1971), p. 572.

[2]Nelson Brooks quoted by Seng, p. 575.

[3]Wilga M. Rivers quoted by Seng, p. 575.

## OBJECTIVES

Given a series of activities on oral second-language development, the participant will be able to:

-develop and evaluate oral drills.

-identify characteristics of good pattern drills.

-discriminate between "meaningless" and "meaningful" drills.

-prepare a teaching activity for developing oral language.

PRE-ASSESSMENT

To assess your prior mastery of the terminal objectives of this unit of work, complete the following exercise. Your performance on this assessment will determine which learning tasks you are to perform.

Directions: Answer the following in short essay form:

I. What is the difference between "meaningless" and "meaningful" drills?

II. What is the difference between a substitution drill and a replacement drill? Give an example of each.

III. What are the characteristics of a good pattern drill?

IV. Select one of the following.

A. Prepare an interaction activity for a specific group of Puerto Rican Spanish-speakers. Evaluate your activity by applying Rivers' criteria for judging the quality of interaction.

B. What procedures might a teacher use to teach intonation?

C. Prepare an oral language development activity for a specific group of Puerto Rican Spanish-speakers. Submit your activity to your module coordinator for feedback.

I. Learning Alternatives:

A. Read:

Maldonado, Nancy. "Oral Drills in Language Teaching." (Unpublished paper submitted to EDU152, University of Hartford, Summer 1973).

Activity: Illustrate your understanding of oral drills by constructing one example of each of the following drills:

1. Substitution
2. Replacement
3. Conversion
4. Expansion
5. Directed practice
6. Reduction
7. Integration

B. Select one of the following:

1. Read:

Rivers, Wilga M. Teaching Foreign Language Skills (Chicago: The University of Chicago Press, 1968), pp. 103-105.

Activity: Evaluate the drills you constructed in A in terms of Rivers' characteristics of good drills.

or

2. Paulston, Christina Bratt. "The Sequencing of Structural Pattern Drills," TESOL Quarterly V (September 1971), pp. 197-208.

Activity: Evaluate the drills you constructed in A in terms of Paulston's classification of structural drills.

or

3. Interview an ESL teacher to determine the characteristics of good pattern drills.

Activity: Evaluate the drills you constructed in A in terms of the interviewee's suggestions.

C. Select one of the following:

1. Read:

Rivers, Wilga M. "Talking Off the Tops of Their Heads," TESOL Quarterly VI (March, 1972), pp. 71-81.

Activity: Devise a short interaction activity for a specific classroom based on Rivers' suggestions for fostering interaction.

or

2. Read:

Allen, Virginia French. "Teaching Intonation, From Theory to Practice," TESOL Quarterly V (March, 1971), pp. 73-81.

Activity: Summarize Allen's procedures for teaching intonation.

or

3. Read:

Bolinger, Dwight L. "Intonation & Grammar," in Harold B. Allen, ed., Teaching English as a Second Language. (New York: McGraw-Hill Book Co., 1965), pp. 153-159.

Activity: Explain the following statement: "The encounters between intonation and grammar are casual, not causal."

or

4. Read:

Allen, Robert L. "The Use of Rapid Drills in the Teaching of English to Speakers of Other Languages," TESOL Quarterly VI (March, 1972), pp. 13-32.

Activity: Restate Allen's suggestions for students "learning the molds."

or

5. View a video-tape of an oral language development activity. Discuss the teacher's understanding of oral language development as evidenced by his/her performance on the tape.

or

6. Design your own learning activity.

or

7. Attend a seminar on oral language development as scheduled by your module coordinator.

## POST-ASSESSMENT

Directions: Answer the following in short essay form:

I. What is the difference between "meaningless" and "meaningful" drills?

II. What is the difference between a substitution drill and a replacement drill? Give an example of each.

III. What are the characteristics of a good pattern drill?

IV. Select one of the following:

A. Prepare an interaction activity for a specific group of Puerto Rican Spanish-speakers. Evaluate your activity by applying Rivers' criteria for judging the quality of interaction.

B. What procedures might a teacher use to teach intonation?

C. Prepare an oral language development activity for a specific group of Puerto Rican Spanish-speakers. Submit your activity to your module coordinator for feedback.

Competency will be certified when your module coordinator has ascertained that the submitted post-assessment is of acceptable quality.

Remediation: Alternate learning activities are available on a contractual basis with the module coordinator.

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1. Allen, Harold B., ed. Teaching English as a Second Language. New York: McGraw-Hill Book Co., 1965.

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7. Rivers, Wilga M. Teaching Foreign Language Skills. Chicago: The University of Chicago Press, 1968.

8. Seng, M.W., "Oral Language Instruction," Elementary English 48, (May 1971).